

Maine State Board of Education
Strategic Plan for Meaningful Change

CALL TO ACTION: Are our schools ready to prepare students for life in the 21st Century?

INTRODUCTION

A central goal of Pre K -12 education in Maine is that all students graduate from high school ready for college, career, citizenship, and life. Many Maine students do not graduate from high school with the education that the 21st Century demands. If our schools are not ready for the challenges and opportunities ahead, then our children cannot be. If our children are not ready, then they – and we – are destined to miss the great potential promises of the future. It will take all educational stakeholders working together to meet the urgent challenge of educating Maine students for the 21st Century.

We can build on the strengths we have in Maine and ensure that all Maine students leave the educational system ready to compete with their counterparts across the globe for their place in the rapidly evolving global economy. They must graduate from high school ready for college, career, citizenship and life. The economic future of the whole State depends on their ability to do so. New high school graduates will go on to post-secondary education and find rewarding work locally in the global economy. As a result, the median income in Maine will rise to the midpoint of the New England states, the number of well-paid jobs will increase and poverty in Maine will decrease, and more young people will remain in the State.

MAINE STATE BOARD OF EDUCATION

Responsibilities and Charge

The responsibilities of the Maine State Board of Education, as specified in Maine's laws and rules, have an impact on every public school in Maine. The Board has a responsibility to advise the Commissioner of Education by providing recommendations for K-12 public education that aid the Commissioner in carrying out his/her role. The Board has responsibilities in many other areas. In major school construction funded by the State, the Board participates in the approval for the site of the construction and in various stages of the construction process. The Board carries major responsibilities in educator certification, in the approval of teacher education programs in institutions of higher education, in recommending degree-granting authority for higher education, and in adopting and receiving federal funds for the State Plan for Career and Technical Education.

The State Board of Education may receive requests from the Governor's office and/or the Legislature's Joint Standing Committee on Education and Cultural Affairs to undertake a study and/or make recommendations on pending legislation. Members of the State Board of Education frequently appear before committees of the Legislature to offer testimony on bills with implications for education. Thus, the majority of the Board's responsibilities lie in the following areas:

- Advise the Commissioner of Education
- Provide oversight of teacher preparation programs
- Provide oversight of all educator certification rules
- Approve major capital school construction projects seeking State funding
- Evaluate and make recommendations on degree-granting institutions of higher education
- Oversee federal funding for career and technical education

(Carl D. Perkins Funding)

- Act as a resource for the Legislature's Joint Standing Committee on Education and Cultural Affairs
- Participate in the Governor's selection of the Commissioner of Education

The State Board of Education represents the public's voice in Maine's public education structure. It consists of nine adult members, appointed by the Governor and confirmed by the State Senate, serving staggered five-year terms. The State Board of Education also has two non-voting student members representing the two Congressional Districts. Each student member is nominated and confirmed in the same way as an adult member, and serves a two-year term. Maine law specifies that the State Board of Education be "broadly representative of the public" and each new member is limited to no more than two terms. There must be at least four members from each Congressional District. As an independent body, the State Board of Education has the students of the State as its constituency and is committed to seeing that the resources provided by Maine taxpayers produce the highest quality, most cost-effective education for Maine's students.

MISSION

The Mission of the State Board of Education is to provide policy leadership that promotes a Maine public school system whose graduates will meet current and future learning standards and to make recommendations to the Executive and Legislative Branches of Government that will further this mission.

VISION

The Vision of the State Board of Education is to prepare Maine public school graduates with the skills and knowledge needed to be college, career, citizenship and life ready.

STRATEGIC PLANNING – MEANINGFUL CHANGE

2010 – 2015

GUIDING PRINCIPLES

- All students can become lifelong learners.
- All students, in meeting their potential, respond best to challenging expectations.
- All students learn best in a well-constructed, safe environment in which they feel respected.
- All students need educators who have been provided ongoing support and professional development to improve student achievement.
- All students can attain maximum performance with a broad constituency of support.
- All students require a quality education system which is essential for a successful democracy, and a vibrant economy.

The Maine State Board of Education believes collectively and as individuals that the following values are critical components of all Board actions and interactions with education stakeholders:

Honesty
Integrity
Trust
Respect
Commitment
Transparency
Collaboration
Continuous Improvement

GOALS

The Maine State Board of Education through open communication and collaboration with the Governor's office, the Commissioner of the Department of Education, the Legislature's Joint Standing Committee on Education and Cultural Affairs, and educational stakeholder groups will promote the following six goals to provide the best education possible for all Maine public school students.

CONVERSATIONS

The State Board provides an opportunity for dialogue with multiple stakeholders in our monthly work sessions. In the past twelve months, the Education and Cultural Affairs Committee of the Legislature, Maine School Management Association, Maine Principal's Association, and the Maine Education Association have shared their viewpoints on education in Maine. We have had presentations from varying groups highlighting the ongoing work on Common Core, Standards based/proficiency based education, Career/technical Education, and the Next Generation Science Standards. We continually seek updates about the multiple initiatives in our state.

Maine State Board of Education 2013 Goals

GOAL #1

CURRICULUM

Every student shall receive a seamless, rigorous, and consistent level-by-level curriculum designed to provide essential skills for meaningful employment and delivered in a way that recognizes the importance of lifelong learning in a global society.

Every student will have access to a rigorous standards based curriculum that requires all students to become critical thinkers, and prepares students for a

successful transition into post-secondary education, meaningful employment, citizenship and life. Graduates of secondary institutions with rigorous curricula can then apply their knowledge in post-secondary work and further education.

GOAL #2 SCHOOL SYSTEMS

Every student shall be educated in school systems that provide equitable education opportunities delivered efficiently and effectively in a safe and healthy environment that promotes responsibility, citizenship, and strong character.

Every student shall be prepared for post-secondary education, meaningful employment, citizenship and life. School systems must ensure an education that is nationally competitive and focuses on the support of equitable learning opportunities that are rigorous and relevant to the demands of a knowledge-based economy and the global market.

GOAL #3 EDUCATORS

Every student shall be taught by educators who are thoroughly versed in content and pedagogy to prepare students for successful post-secondary education, career, citizenship and life. Educators must be provided with mentoring and ongoing education opportunities to foster success in the classroom.

Schools and school systems shall provide environments that support continued development of content knowledge and teaching skills, and that reward effective teaching. Educators must be provided career learning opportunities which support continued developments in content knowledge and research-based instructional strategies. Educators must be proficient in the use of technology.

GOAL #4 STUDENT ACHIEVEMENT

Every student shall master or exceed educational standards that incorporate

regional, national, and international measures and reflect the skills and learning needed to succeed in a global society.

Every student shall have access to a rigorous curriculum that integrates standards, instruction and assessment that clearly communicates requirements for mastery of content standards and courses that are responsive to our changing world.

GOAL #5 EDUCATIONAL LEADERS

Every student shall have educational leaders who are well-prepared and capable of leading changes in curriculum and instruction that result in higher levels of learning for all groups of students. These leaders shall create a school culture with high expectations and provide for a safe and healthy learning environment conducive to the success of all students and educators.

Effective school leaders use both qualitative and quantitative assessment data to guide the professional learning community. Leadership programs must provide school leaders with the skills necessary to supervise, evaluate and support a professional staff. Effective school leaders must be involved in the community and understand the cultural context and learning needs of all students.

GOAL #6 RESOURCES

Every student shall have the opportunity to attend schools that have sufficient resources that drive effective leadership, educator quality, community and parent involvement to allow students to meet the State standards. Every student must have the educational opportunities in Maine's schools to reach his/her fullest potential. These educational opportunities are predicated on providing equal resources such as technology, high level curriculum, safe and nurturing environment, and highly trained educators to engage all students as they strive to reach their goals.

INITIATIVES FOR 2013

The Board has identified the following initiatives that align with our stated goals for 2013:

GOAL #1 CURRICULUM

The State Board did endorse the Common Core Standards and has received multiple presentations on the progress of the Next Generation Science Standards. The Next Generation Science Standards should come before the Board in the spring of 2013. The Board recognizes that the implementation of the ELA, Math, and Science standards will provide our students with the essential knowledge and skills that they will need as they transition into post -secondary education, meaningful employment, citizenship and life.

GOAL #2 SCHOOL SYSTEMS

Reopening of Chapter 61:

Chapter 61 was reopened to bring clarity, modifications and consistency to the rule. This goal will be attained by adding more concise language to Chapter 61. Language that is confusing will be replaced by language that will allow school systems to deliver an efficient and effective educational experience in a safe and healthy environment.

GOAL #3 EDUCATOR

Reopening of Chapter 115:

Chapter 115 will be reopened in the spring of 2013 to align the certification requirements with InTASC and ISSLC. InTASC and ISSLC are the basis for Chapter 114. This goal will be attained by creating a stakeholders' group that will review Chapter 115 and update the requirements of the certification system. The

new system will align more clearly with the multiple initiatives that have been endorsed by the Legislature.

Established the Alternative Pathways Stakeholders' group per PL 635. The Alternative Pathways Stakeholders' Group produced new guidelines for Career/Tech teachers. These guidelines will go through the APA process and then be implemented. The Alternative Pathways Stakeholders' group will respond to further alternative pathway needs.

GOAL #4 STUDENT ACHIEVEMENT

The State Board has a standard of practice that fosters visitations throughout the state to observe the implementation of various initiatives in local schools. The focus on standards/proficiency based systems within our schools has led us to multiple classrooms visits where we can observe the effects of these initiatives on the students and educators. Students sharing their excitement and educators sharing their successes and concerns allows the Board critical insight into these initiatives. These visitations provide evidence of students having access to standards that incorporate regional, national, and international measures; the knowledge and skills needed to succeed in a global society. The student members of the Board will provide insight into the educational process in Maine through the results of their experiences and the undertaking of research for the Board on selected topics.

GOAL #5 EDUCATIONAL LEADERS

Reopening of Chapter 115:

Chapter 115 will be reopened in spring of 2013 to align the certification requirements with InTASC and ISSLC. InTASC and ISSLC standards are the basis for Chapter 114. The adoption of the InTASC and ISSLC will lay the foundation for educational leaders who are well-prepared and capable of leading changes in curriculum and instruction that result in higher levels of learning for all groups of students.

Goal #6 RESOURCES

The State Board will monitor all proposed legislation and endorse legislation that ensures that schools have sufficient resources that drive effective leadership, educator quality, community and parent involvement to allow students to meet the State standards. The Board will initiate dialogue with stakeholders to further any initiatives that ensure equal resources such as technology, high level curriculum, safe and nurturing environment, and highly trained educators to engage all students as they strive to reach their goals.

Initiatives completed in 2012 can be found in the archived 2012 Strategic Plan.

STANDING COMMITTEES OF STATE BOARD FOR 2013

CAREER AND TECHNICAL
CERTIFICATION AND HIGHER EDUCATION
CONSTRUCTION
STUDENT AD HOC

BOARD RESPONSIBILITIES FOR 2013

ALTERNATIVE PATHWAYS STAKEHOLDERS
CHARTER SCHOOL COMMISSION
EDUCATE MAINE
EFFECTIVE EDUCATOR COUNCIL
ESSENTIAL PROGRAMS AND SERVICES COMMITTEE
LEGISLATIVE LIAISON COMMITTEE
NEW ENGLAND SECONDARY SCHOOL CONSORTIUM
PROFESSIONAL STANDARDS BOARD
SCHOOL CHOICE COMMITTEE
STEM COMMITTEES

TEACHER OF THE YEAR COMMITTEE

TECHNOLOGY COMMITTEE

This list is subject to change.

State Board of Education Policymaking

The Maine State Board of Education has the authority to provide leadership in implementing the provisions of State and Federal laws and regulations that effect the education of Maine public school students. The responsibilities of the Maine State Board of Education (SBE), as specified in Maine-law, have an impact on every public school in Maine.

In order to fulfill our mandated responsibilities, the Maine State Board of Education shall:

Title 20-A: EDUCATION
Part 1: GENERAL PROVISIONS
Chapter 5: STATE BOARD OF EDUCATION

§405. Powers and duties

The state board shall have the following powers and duties. [1981, c. 693, §§5, 8 (NEW).]

1. General authority. The state board shall have only the powers specifically stated in this Title. [1981, c. 693, §§5, 8 (NEW) .]
2. Advisory role. The state board shall advise the commissioner concerning matters contained in this Title. [1981, c. 693, §§5, 8 (NEW) .]
3. Specific duties. The state board shall have the following specific powers and perform the following duties:
 - A. Make recommendations to the Legislature for the efficient conduct of the public schools; [1981, c. 693, §§5, 8 (NEW).]
 - B. Approve the formation of school administrative districts; [1981, c. 693, §§5, 8 (NEW).]
 - C. [1985, c. 497, §3 (RP).]
 - D. Review, when necessary, decisions made by the commissioner on applications for additions to, dissolution of, transfers among, withdrawals from and closing of schools in school administrative districts and community school districts; [1987, c. 395, Pt. A, §50 (AMD).]
 - E. Adopt or amend rules on requirements for approval and accreditation of elementary and secondary schools; [1981, c. 693, §§5, 8 (NEW).]
 - F. Establish standards for the certification of teachers; [1981, c. 693, §§5, 8 (NEW).]
 - G. Adjust the subsidy to a school administrative unit when the expenditures for education in the unit show evidence of manipulation to gain an unfair advantage or are adjudged excessive; [1981, c. 693, §§5, 8 (NEW).]
 - H. Act on articles of agreement for creation of an interstate school district; [1981, c. 693, §§5, 8 (NEW).]
 - I. Develop and adopt a plan for the establishment of career and technical education centers and regions and act upon applications to alter the delivery of career and technical education within career and technical education regions and center areas; [RR 2003, c. 2, §32 (COR).]
 - J. Adopt or amend rules on standards for school construction; [1981, c. 693, §§5, 8 (NEW).]
 - K. Approve projects for state construction aid; [1981, c. 693, §§5, 8 (NEW).]

L. Approve the formation of community school districts; [1981, c. 693, §§5, 8 (NEW).]

M. Approve isolated secondary schools; [1981, c. 693, §§5, 8 (NEW).]

N. Obtain information regarding applications for granting degrees and make a recommendation to the Legislature; [1981, c. 693, §§5, 8 (NEW).]

O. Recommend funds to the Bureau of the Budget for equalization of educational opportunity; [1993, c. 290, §1 (AMD).]

P. [1989, c. 698, §12 (RP); 1989, c. 698, §76 (AFF).]

Q. Serve as state agency for administering federal funds for construction of school facilities and for career and technical education; [RR 2003, c. 2, §33 (COR).]

R. [1985, c. 797, §11 (RP).]

S. Develop long-range education goals and standards for school performance and student performance to improve learning results as established in section 6209 and recommend to the commissioner and to the Legislature a plan for achieving those goals and standards; [2001, c. 454, §6 (AMD).]

T. Establish and maintain a 5-year plan for education that includes goals and policies for the education of children in kindergarten and grades one to 12 and that promotes services for preschool children. The plan must incorporate and build upon the work of the Task Force on Learning Results, established in Public Law 1993, chapter 290 and the federal GOALS 2000: Educate America Act; [1995, c. 395, Pt. J, §4 (NEW).]

U. Review the organization of school administrative units statewide to identify current cooperative agreements between school administrative units. Cooperative agreements may include, but are not limited to: purchasing or contract agreements; administrative functions; shared staff and staff training; and technology initiatives. Based on the review, and in consultation with the department, the state board may recommend that school administrative units develop and carry out a plan for a cooperative agreement with one or more other school administrative units. "Cooperative agreement" may include agreements between school administrative units and career and technical education regions and career and technical education centers; and [2005, c. 611, §1 (AMD).]

V. Study school administrative unit configuration statewide. [2005, c. 611, §2 (AMD).]

[2005, c. 611, §§1, 2 (AMD) .]

4. Review of department decisions.
[1987, c. 395, Pt. A, §51 (RP) .]

5. Overseeing school administrative districts.
[1987, c. 395, Pt. A, §52 (RP) .]

6. Recommendations to Legislature. The state board shall recommend to the Legislature any new legislation or amendments to existing legislation for the efficient conduct of the public schools and for achieving the education and performance goals and standards and the plan for the public schools developed in accordance with subsection 3, paragraph S.
[1993, c. 290, §4 (AMD).]

7. Federal career and technical education aid. The state board shall administer any federal funds received for the benefit of career and technical education programs in the State. As the designated state agency authorized to administer federal funds, the board shall develop a state plan, approve the State's application for career and technical education funds and disburse federal money as authorized and required by applicable federal law.
[1993, c. 349, §44 (AMD); 2003, c. 545, §4 (REV) .]

8. Maine Merchant Marine Day. Maine Merchant Marine Day is May 22nd as established in Title 1, section 127.
[1987, c. 140, §2 (NEW) .]

9. Contract for services. The state board may contract for any necessary consultative services or support staff.
[1987, c. 851, §7 (NEW) .]

10. Comprehensive school budget approval procedure. The state board shall develop a model comprehensive school budget approval procedure and, working in conjunction with the department, strongly encourage school administrative units to adopt and implement the model as local school board policy. The model procedure must be designed to provide early and continuous collaboration between school officials and municipal officials and to encourage frequent opportunity for public comment in the development of each unit's annual budget.
[1999, c. 710, §1 (NEW) .]

Addendum 1

Student representatives on the Maine State Board of Education have an extraordinary opportunity to use their voice to be an active part of Maine's education system. The student representatives on the Maine State Board of Education are encouraged to find an area of education they are not entirely familiar with to expand their knowledge. This would enable students to be well rounded representatives for Maine students. Student representatives are encouraged to expand their knowledge by attending meetings applicable to their area of interest, partaking in visits or studies at germane facilities, attending a webinar or conference, or using their own idea to learn more about the avenue of education pertinent to their studies.

Approved
Vote: 6-0-0
Date: 3/13/2013